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ABSTRACT

Legal provisions and regulations relating to the hiring and evaluation of certified staff are reviewed by the Academic Senate for California Community Colleges (ASCCC) to assist local academic senates in developing or updating policies in these areas. After an introduction to the objectives of this report, sections of Article 2 of the California Education Code governing the employment of certificated community college personnel are presented along with commentaries and recommendations from the Educational Policies Committee. Topics focused on include: (1) hiring, covering governing provisions and employment contracts; (2) evaluation, including exemptions, standards and procedures for frequency of evaluation, and adoption of rules and regulations; (3) due process, including retention of permanent classification upon advancement; and (4) reduction in force. The Educational Policies Committee's recommendations focus on, for example, the clear definition of hiring procedures; faculty participation in selection; regular and timely evaluation of administrators; and the development by faculty of a definition of competence and procedures by which the definition should be applied. Evaluation instruments for rating administrators and executive officers developed at Sacramento City College, Foothill College, and San Jose City College, and a Canada College Faculty Senate survey form are appended. (HB)

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Hiring and Evaluation

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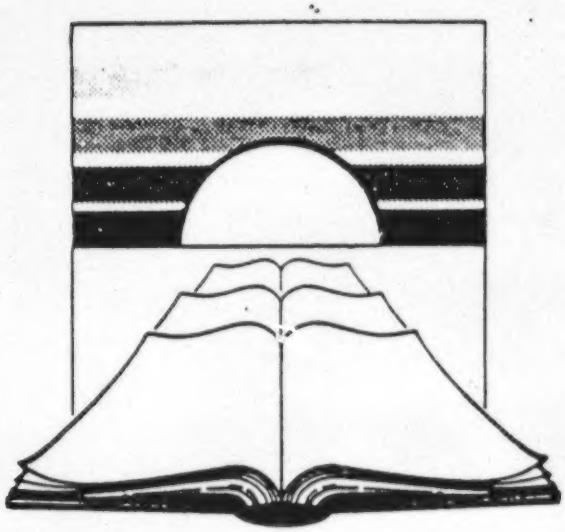

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THE ACADEMIC SENATE
for California Community Colleges

JC 840 024

Educational Policies Committee

HIRING AND EVALUATION

Prepared by

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INTRODUCTION

The purpose of this document is to assist local academic senates in developing or updating policies regarding the hiring and evaluating of certificated staff, particularly administrators. Clearly, faculty participation in this process is important, both because administrators become permanent and gain seniority as faculty members and because the California Education Code requires local boards to consult with their faculty on evaluation procedures.

The Educational Policies Committee surveyed the community colleges on their hiring and evaluation procedures and found both a wide range of approaches and a number of problems. This document addresses those problems, reviews the law, and makes recommendations on what is needed for hiring and evaluating programs to be successful. Also included, in the appendix, are some of the evaluation instruments received as a result of this survey.

While the relevant Education Code sections are cited, remember that the code is permissive and therefore does not prohibit a more thorough local policy. For example, the Education Code exempts superintendents and presidents from evaluation but a local faculty may, and undoubtedly should, evaluate their president.

Whether or not your college chooses to make hiring and evaluating procedures part of a collective bargaining agreement, you may include any provisions that are consistent with the Education Code and Affirmative Action regulations when writing those procedures.

I. HIRING

ARTICLE 2 — EMPLOYMENT OF CERTIFICATED COMMUNITY COLLEGE PERSONNEL

§ 87600. Governing Provisions

The provisions of this article govern the employment of persons by a district to serve in positions for which certification qualifications are required and establish certain rights for such employees. Other provisions of the law which govern the employment of persons in positions requiring certification qualifications by a community college district or establish rights and responsibilities for such persons shall be applied to persons employed by community college districts in a manner consistent with the provisions of this article.

§ 87605. Employment Contract

The governing board of a district shall employ persons to serve in positions requiring certification qualifications for the first academic year of his employment or portion thereof by contract. Any person who, at the time an employment contract is offered to him by the district, is neither a regular employee of the district nor a contract employee then serving under a second contract entered into pursuant to Section 87608 shall be deemed to be employed for "the first academic year of his employment or a portion thereof."

Note that both the procedures by which candidates will be selected and recommended to the board and the membership of any recommending body, including faculty representation, are determined locally. The code does require (sections 87100-87106) that the board comply with its Affirmative Action plan, available on your campus, in all procedures. With the exception of presidents and superintendents, to whom the board may award a contract lasting up to four years (87603 and 72411.5), the code makes no distinction between the hiring of faculty and administrators.

Recommendations

1. Hiring procedures should be clearly delineated in district policy; they should not be open-ended or subject to last minute revision.
2. The faculty should partcipate in the development of all procedures and insure that they are acceptable to the faculty.
3. The faculty should have significant, ordinarily majority, representation at all levels of the selection process including the formulating of qualifications, screening, interviewing and the selecting of recommended candidates. Candidates who are unacceptable to the faculty should not be recommended to the board.

4. Committees formed to screen or recommend candidates should select their own chairs.
5. All faculty members who participate in the process must be selected by the academic/faculty senate.
6. Once candidates are recommended, the selection process should be monitored by the faculty until completion.
7. Once policies are developed they must be strictly followed.

II. EVALUATION

§ 87662. Exemptions

The provisions of this article do not apply to persons employed as a superintendent, assistant superintendent, or deputy superintendent of a community college district or as a president of a community college employed by contract pursuant to Section 72411.5.

Note that the exemption for presidents precludes neither their evaluation nor a report to the board on the results of such an evaluation.

Recomendations

1. The faculty should develop procedures to evaluate their superintendent and/or president.
2. The faculty should be alert to job title changes that will exempt staff from evaluation.

§ 87663. Frequency: Standards and Procedures

Contract employees shall be evaluated at least once in each academic year. Regular employees shall be evaluated at least once in every two academic years.

Whenever an evaluation is required of a certificated employee by a community college district, the evaluation shall be conducted in accordance with the standards and procedures established by the rules and regulations of the governing board of the employing district.

§ 87664. Adoption of Rules and Regulations

The governing board of each district in consultation with the faculty shall adopt rules and regulations establishing the specific procedures for the evaluation of its contract and regular employees on an individual basis and setting forth reasonable but specific standards which it expects its certificated employees to meet in the performance of their duties. Such procedures and standards shall be uniform for all contract employees of the district with similar general duties and responsibilities and shall be uniform for all regular employees of the district with similar general duties and responsibilities.

Note that these regulations apply to both faculty and administrators. The code requires the local board to consult with the faculty on evaluation procedures and it is during this consultation that the faculty should establish its participation in the evaluation process.

Recommendations on Evaluating Administrators

1. In order for the process to be credible, both to the individual being evaluated and to the faculty, all relevant parties must be involved in establishing the criteria and procedures, including guidelines on confidentiality.
2. Performance must be measured against expectations both in terms of job description and general effectiveness. You may wish to include an evaluation of the appropriateness of the position's assigned responsibilities.
3. The evaluation must be balanced; it must recognize excellence as well as identify deficencies.
4. The evaluation should be designed to lead to growth. Goals can be set for future performance and integrated into an active administrative development program.
5. Evaluations should be scheduled on a regular and timely basis.
6. Once policies are developed they must be strictly followed and should be regularly reviewed by the faculty and administration.

III. DUE PROCESS

§ 87454. **Retention of Permanent Classification Upon Advancement of Teacher**

A regular employee, when assigned from an instructing position to an administrative or supervisory position, or assigned any special or other type of work, or given special classification or designation requiring certification qualifications, shall retain his or her classification as a classroom instructor.

The term "tenure" is not used in this document nor in the Education Code. The code refers to employees as "temporary" or "regular". Regular employees who have passed a probationary period and become permanent may not be dismissed without cause and due process. The popular misuse of the term "tenure" to mean that an employee cannot be dismissed has no basis in the Education Code nor in local policies.

Note that a regular employee reassigned under section 87454 retains not only classification but also his/her seniority as a classroom instructor.

§ 87455. Permanent Classification: Retention; Acquisition

(a) A regular employee not qualified to render service as a classroom instructor, when assigned to an administrative or supervisory position, or assigned any special or other type of work, or given special classification or designation requiring certification qualifications, shall retain his or her permanent classification for the performance of the type of service for which he or she was qualified prior to such assignment, or special classification or designation.

(b) If an employee is authorized to render service in more than one type of position for which certification qualifications are required, either by virtue of his or her possession of one certification document authorizing service in two or more of such positions, or by virtue of his or her possession of separate certification documents authorizing service in two or more such positions, or any combination thereof, he or she shall, upon satisfying all other requirements prescribed by law, acquire permanent status as follows:

(1) If he or she is authorized to render service as a classroom instructor, he or she shall acquire regular status as a classroom instructor.

(2) If he or she is not authorized to render service as a classroom instructor, he or she shall acquire regular status below the administrative or supervisory level as a staff employee with multiple qualifications. His or her right to serve in one or more of the positions for which he or she is qualified to serve shall be subject to the power of assignment of the community college district governing board.

§ 87456. Retention of Permanent Classification Upon Advancement

A regular employee, as specified in Section 87453, when assigned to an administrative or supervisory position requiring certification qualifications, or assigned any special or other type of work requiring certification qualifications, or given special classification or designation requiring certification qualifications, shall retain his or her regular classification as specified in Section 87453.

If such a person is assigned to an administrative or supervisory position not requiring certification qualifications, is assigned any special or other type of work not requiring certification qualifications, or is given special classification or designation not requiring certification qualifications, his or her right to retain regular classification shall be governed by the provisions of Article 3 (commencing with Section 87060) of Chapter 1.

§ 87458. Classification of Administrator or Supervisor as Classroom Teacher

A person employed in an administrative or supervisory position requiring certification qualifications upon completing a contract period, including any time served as a classroom instructor, in the same district, be classified as and become a regular employee as a classroom instructor.

§ 87459. Permanent Classification as a Classroom Teacher

Notwithstanding the provisions of Section 87458 to the contrary, the governing board of any community college district shall, with respect to each person who is employed in an administrative or supervisory position requiring certification qualifications under a contract of employment providing a four-year term of employment and who either has not been previously employed by the district in such position or has been employed in such position but not under such a four-year contract, determine prior to May 15 of the third year under such four-year contract of employment whether to grant or deny the person regular classification as a classroom instructor. If it grants such classification, the person shall be classified as and become a regular employee as a classroom instructor.

*Note that section 87458 means that administrators receive regular status, not as administrators, but as classroom instructors. Section 87459 gives the board the power to grant tenure to your president as a classroom instructor; check with your board as to your president's status. The classification of a regular employee as a classroom reacher includes seniority and bumping rights.

Recommendation

1. Hiring policies and screening committees should give consideration to whether administrative candidates are or have been good teachers.

IV. REDUCTION IN FORCE

§ 87743. Reduction in Number of Permanent Employees

No regular employee shall be deprived of his position for causes other than those specified in Sections 87453, 87467 and 87484, and Sections 87732 to 87739, inclusive, and no contract employee shall be deprived of his position for cause other than as specified in Section 87740 except in accordance with the provisions of Section 87483 and Sections 87743 to 87782, inclusive.

Whenever in any school year the average daily attendance in all of the schools of a district for the first six months in which school is in session shall have declined below the corresponding period of either of the previous two school years, or whenever a particular kind of service is to be reduced or discontinued not later than the beginning of the following school year, and when in the opinion of the governing board of said district it shall have become necessary by reason of either of such conditions to decrease the number of regular employees in said district, the said governing board may terminate the services of not more than a corresponding percentage of the certificated employees of said district, regular as well as contract, at the close of the school year; provided, that the services of no regular employee may be terminated under the provisions of this section while any contract employee, or any other employee with less seniority, is retained to render a service which said regular employee is certificated and competent to render.

Notice of such termination of services either for a reduction in attendance or reduction or discontinuance of a particular kind of service to take effect not later than the beginning of the following school year, shall be given before the 15th of May in the manner prescribed in Section 87740 and services of such employees shall be terminated in the inverse of the order in which they were employed, as determined by the board in accordance with the provisions of Sections 87413 and 87414. In the event that a regular or contract employee is not given the notices and a right to a hearing as provided for in Section 87740, he shall be deemed reemployed for the ensuing school year.

The board shall make assignments and reassignments in such a manner that employees shall be retained to render any service which their seniority and qualifications entitle them to render.

Note that this code section applies equally to faculty and administrators who are on the same seniority list according to date of first paid service as a regular employee (87413-7). *In the event of a reduction in the number of employees, a senior employee may not bump one with less seniority unless he/she is not only certificated but also competent to render the same service. (It remains for the courts to determine whether or not faculty members who are competent to do so, will, as the code implies, be able to bump administrators with less seniority.)

Terminated regular employees have the preferred right to reappointment for 39 months from their date of termination depending on seniority, certification, and competence (87744-6).

Recommendations

1. The faculty should develop a definition of competence.
2. The faculty should develop the procedures by which this definition would be applied.

In conclusion, the hiring and evaluating of administrators are crucial issues for the faculties they serve, not only because their performance affects the classroom and either assists or hinders the instructor's ability to do his or her job well, but also because they are tenured as our classroom colleagues. Faculty should always be represented on screening committees and take part in administrator evaluations. How much participation your faculty has is up to you.

APPENDIX

SACRAMENTO CITY COLLEGE

RATING SCALE FOR ADMINISTRATORS AND EXECUTIVES

Instructions: You are asked to rate your administrator on the following scale. Your ratings will be anonymous--the administrator will not know how you personally appraised him/her. You are urged to include comments supporting your ratings; these comments will also remain confidential. Read the items carefully. Decide which of the five possibilities best describe your administrator. Place the number corresponding to your choice in the blank at the right. Faculty serving on committees or otherwise working with administrators should evaluate each administrator on separate forms.

RATOR: Relationship to person being evaluated

1. Division line of supervision ___
2. College committee chair ___
3. Other _____ ___
4. Decline to respond ___

Name of person being rated: _____

A. ACADEMIC BACKGROUND

1. Demonstrates knowledge of techniques of supervision:
   (5) Very broad (4) Fairly broad (3) Limited (2) Very Limited (1) Lacking (0) not observed ___

2. Has specific knowledge in area of administrative assignment:
   (5) Up-to-date (4) Good (3) Fair (2) Poor (1) Lacking (0) not observed ___

3. Displays capacity to grasp complex ideas and relationships and acts logically:
   (5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ___

COMMENTS: _____

_____

_____

_____

B. PERSONALITY BALANCE

4. Is poised and responds calmly:
   (5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ___

5. Is overly concerned with his/her own personal problems:
   (5) Never (4) Seldom (3) Sometimes (2) Usually (1) Always (0) not observed ___

6. Encourages expression of differing points of view:
   (5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ___

7. Has adequate self confidence:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

COMMENTS: _____

_____

_____

_____

C. ORGANIZATIONAL LEADERSHIP

8. Assists staff to coalesce around clearly recognized goals:

(5) Exceptionally well (4) Very well (3) Reasonably well (2) Poorly
(1) Very Poorly (0) not observed ____

9. Uses democratic procedures wherever possible:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

10. Stimulates faculty to independent creative work:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) makes creative work unfulfilling
(0) not observed ____

COMMENTS: _____

_____

_____

_____

D. ACADEMIC PLANNING

11. Makes plans carefully and prepares appropriate support data:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

12. Recognizes or develops useful innovations:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

13. Understands the purposes and the interrelationships of all areas of his/her assignment:

(5) Exceptionally well (4) Very well (3) Quite well (2) Poorly
(1) Very poorly (0) not observed ____

14. Does a good job of standardizing office procedures and coordinating work activities:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

15. Has knowledge of pertinent details of faculty activities:

(5) Very good (4) Good (3) Fair (2) Poor (1) Not at all (0) not observed ____

COMMENTS: _____

_____

_____

_____

E. BUDGET UTILIZATION

16. Involves knowledgeable faculty in the hiring process:
(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

17. Supports selection of appropriate equipment:
(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

18. Makes effective effort to obtain funds for staff development and instructional projects:
(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

19. Makes effective effort to obtain funds for maintenance and improvement of facilities and equipment:
(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

COMMENTS: _____

_____

_____

_____

F. EXECUTION OF PROFESSIONAL ASSIGNMENT

20. Readily assumes additional responsibilities upon request:
(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

21. Handles emergencies with equanimity and a minimum of effort:
(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

22. Accomplishes tasks in a timely fashion:
(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

23. Sets priorities in order to accomplish the essential tasks first:
(5) All of it (4) Most (3) Some (2) Little (1) None (0) not observed ____

COMMENTS: _____

_____

_____

_____

G. RELATIONS WITH FACULTY COLLEAGUES

24. Recognizes faculty accomplishments sincerely and appropriately:
(5) Very frequently (4) Quite frequently (3) Sometimes (2) Seldom
(1) Often criticizes negatively (0) not observed ____

25. Is available to counsel and assist faculty:
(5) Always (4) Almost always (3) Sometimes (2) Seldom (1) Never
(0) not observed ____

26. Accepts responsibility for decisions:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

27. Possesses insight into the problems encountered by faculty:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

28. Is honest and consistent in dealings with faculty:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

29. Displays unwarranted favoritism to some faculty;

(5) Never (4) Seldom (3) Sometimes (2) Often (1) Continuously
(0) not observed ____

30. Appropriates ideas and work of faculty to improve his own standing;

(5) Never (4) Seldom (3) Sometimes (2) Often (1) Continuously
(0) not observed ____

31. Recognizes that faculty representatives must be selected by faculty:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

32. Does everything possible, consistent with a faculty member's ability and achievement, to facilitate implementation of faculty proposals:

(5) Always (4) Usually (3) Seldom (2) Never (1) Blocks approval
(0) not observed ____

33. Genuinely involves faculty in developing policy recommendations:

(5) Always (4) Usually (3) Seldom (2) Never (1) Blocks involvement
(0) not observed ____

34. Respects faculty rights as established in law or by contract:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

35. The general morale of his/her staff:

(5) Exceptionally high (4) Good (3) Fair (2) Poor (1) Very low
(0) not observed ____

COMMENTS: _____

_____

_____

_____

H. PUBLIC RELATIONS

36. Develops on going contacts with the media for publication of institutional programs and events:

(5) Actively good (4) Fair (3) Poor (2) Not at all (1) Actively bad
(0) not observed ____

37. Promotes public relations:

(5) Actively good (4) Fair (3) Poor (2) Not at all (1) Actively bad
(0) not observed ____

COMMENTS: _____

_____

_____

_____

I. INSTITUTIONAL RELATIONS

38. Attempts to orient his/her work to the welfare of the institution:

(5) Exceptionally well (4) Well (3) Fairly well (2) indifferently
(1) Poorly (0) not observed ____

39. Team work: conforms to the purposes and plans of the organization which he serves; does not seek unfair advantage for his area of responsibility:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

40. Promotes coordination of academic divisions within the institution:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

41. Maintains an upward communication within the institution which accurately decribes and supports consensus decisions:

(5) Always (4) Usually (3) Sometimes (2) Seldom (1) Never (0) not observed ____

COMMENTS: _____

_____

_____

_____

OVERALL RATING

This administrator performs:

(5) Exceptionally well (4) Well (3) Fairly well (2) Indifferently
(1) Needs improvement (0) not observed ____

COMMENTS:

Cañada College Faculty Senate Survey

This survey consists of statements pertaining to the teaching/learning environment at Cañada College. It is not an investigation of facts, but rather a measurement of faculty perceptions about a number of factors relating to the educational environment and the manner in which management administers the college. It has been adapted to Cañada College from a survey which has been standardized and made available to the Cañada College Faculty Senate by the California Teachers Association.

If you feel you are unable to make a judgment on any particular statement, leave it blank.

SA-Strongly agree (A) TA-Tend to agree (B) TD-Tend to Disagree (C) SD-Strongly disagree (D)

The following statements (1-20) pertain to the college administration in general:

1. I am free to express my views without recrimination. SA TA TD SD
2. Channels of communication are open. SA TA TD SD
3. Money is allocated fairly among programs at Cañada. SA TA TD SD
4. The process of evaluating instructors is thorough and fair. SA TA TD SD
5. The administration is supportive of the faculty. SA TA TD SD
6. Open disagreement with some administrators will not result in subtle punishment such as being given a less desirable assignment. SA TA TD SD
7. Administrators who evaluate me are competent to do so. SA TA TD SD
8. The administration keeps its promises to the faculty. SA TA TD SD
9. The ratio between faculty and administrators at the college is reasonable. SA TA TD SD
10. Faculty morale is high. SA TA TD SD
11. Faculty are usually kept informed about changes that are under consideration. SA TA TD SD
12. Faculty are not kept in the dark about things they should know. SA TA TD SD
13. Assigned student grades are upheld by the administration. SA TA TD SD
14. The faculty is encouraged to make suggestions relative to college policies and practices. SA TA TD SD
15. In case of a student complaint, I can count on administrative support. SA TA TD SD
16. This college is operated efficiently. SA TA TD SD

17. Supervision at Cañada is constructive and conducive to improvement in instruction. SA TA TD SD

18. The college is meeting the needs of a majority of its students. SA TA TD SD

19. We are asked to work on committees whose efforts and reports are subsequently implemented. SA TA TD SD

20. The administration's main concern seems to be to achieve important educational goals. SA TA TD SD

The following statements (21-33) pertain to the College President:

21. Have sufficient contact with person to judge. (A) Yes (B) No

22. Provides creative leadership. SA TA TD SD

23. Provides for faculty participation in decision-making. SA TA TD SD

24. Provides clear, consistent direction to the faculty. SA TA TD SD

25. Defends faculty against unwarranted attacks and criticism. SA TA TD SD

26. Welcomes constructive criticism and benefits from it. SA TA TD SD

27. Follows through on commitments and promises. SA TA TD SD

28. Is completely ethical in his/her dealings. SA TA TD SD

29. Fosters high faculty morale. SA TA TD SD

30. Supports faculty in their professional judgments. SA TA TD SD

31. Encourages initiative and innovation by the staff. SA TA TD SD

32. Views the purpose of administration as supporting and facilitating the instructional program. SA TA TD SD

33. Does not show favoritism toward one individual or group over another. SA TA TD SD

The following statements (34-46) pertain to the Dean of Instruction:

34. Have sufficient contact with person to judge. (A) Yes (B) No

35. Provides creative leadership. SA TA TD SD

36. Provides for faculty participation in decision-making. SA TA TD SD

37. Provides clear, consistent direction to the faculty. SA TA TD SD

38. Defends faculty against unwarranted attacks and criticism. SA TA TD SD

39. Welcomes constructive criticism and benefits from it. SA TA TD SD

40. Follows through on commitments and promises. SA TA TD SD

41. Is completely ethical in his/her dealings. SA TA TD SD

42. Fosters high faculty morale. SA TA TD SD

43. Supports faculty in their professional judgments. SA TA TD SD

44. Encourages initiative and innovation by the staff. SA TA TD SD

45. Views the purpose of administration as supporting and facilitating the instructional program. SA TA TD SD

46. Does not show favoritism toward one individual or group over another. SA TA TD SD

The following statements (47-59) pertain to the Dean of Student Services:

47. Have sufficient contact with person to judge. (A) Yes (B) No

48. Provides creative leadership. SA TA TD SD

49. Provides for faculty participation in decision-making. SA TA TD SD

50. Provides clear, consistent direction to the faculty. SA TA TD SD

51. Defends faculty against unwarranted attacks and criticism. SA TA TD SD

52. Welcomes constructive criticism and benefits from it. SA TA TD SD

53. Follows through on commitments and promises. SA TA TD SD

54. Is completely ethical in his/her dealings. SA TA TD SD

55. Fosters high faculty morale. SA TA TD SD

56. Supports faculty in their professional judgments. SA TA TD SD

57. Encourages initiative and innovation by the staff. SA TA TD SD

58. Views the purpose of administration as supporting and facilitating the instructional program. SA TA TD SD

59. Does not show favoritism toward one individual or group over another. SA TA TD SD

The following statements (61-72) pertain to your Division Director, or the Director of Counseling:

You may respond to only one Director to which you have responsibilities; therefore, if you teach under two divisions or both teach and counsel, you may evaluate only one of your Directors.

Please indicate which Director you are evaluating (pick one only).

60. Business (A) Counseling (B) Humanities (C) Basic & Applied Sciences (D) Social Sciences (E)

61. Provides creative leadership. SA TA TD SD

62. Provides for faculty participation in decision-making SA TA TD SD

63. Provides clear, consistent direction to the faculty. SA TA TD SD

64. Defends faculty against unwarranted attacks and criticism. SA TA TD SD

65. Welcomes constructive criticism and benefits from it. SA TA TD SD

66. Follows through on commitments and promises SA TA TD SD

67. Is completely ethical in his/dealings. SA TA TD SD

68. Fosters high faculty morale. SA TA TD SD

69. Supports faculty in their professional judgments. SA TA TD SD

70. Encourages initiative and innovation by the staff. SA TA TD SD

71. Views the purpose of administration as supporting and facilitating the instructional program. SA TA TD SD

72. Does not show favoritism toward one individual or group over another. SA TA TD SD

The following statements (73-85) pertain to the Registrar:

73. Have sufficient contact with person to judge. (A) Yes (B) No

74. Provides creative leadership. SA TA TD SD

75. Provides for faculty participation in decision-making. SA TA TD SD

76. Provides clear, consistent direction to the faculty. SA TA TD SD

77. Welcomes constructive criticism and benefits from it. SA TA TD SD

78. Follows through on commitments and promises. SA TA TD SD

79. Is completely ethical in his/her dealings. SA TA TD SD

80. Fosters high faculty morale. SA TA TD SD

81. Respects established rights of faculty. SA TA TD SD

82. Supports faculty in their professional judgments. SA TA TD SD

83. Encourages initiative and innovation by the faculty. SA TA TD SD

84. Views the purpose of administration as supporting and facilitating the instructional program. SA TA TD SD

85. Does not show favoritism toward one individual or group over another. SA TA TD SD

The following statements (86-96) pertain to the Director of Special Programs and Services:

86.	Have sufficient contact with person to judge.	(A) Yes (B) No
87.	Provides creative leadership.	SA TA TD SD
88.	Provides for faculty participation in decision-making.	SA TA TD SD
89.	Provides clear, consistent direction to the faculty.	SA TA TD SD
90.	Welcomes constructive criticism and benefits from it.	SA TA TD SD
91.	Follows through on commitments and promises.	SA TA TD SD
92.	Is completely ethical in his/her dealings.	SA TA TD SD
93.	Fosters high faculty morale.	SA TA TD SD
94.	Supports faculty in their professional judgments.	SA TA TD SD
95.	Views the purpose of administration as supporting and facilitating the instructional program.	SA TA TD SD
96.	Does not show favoritism toward one individual or group over another.	SA TA TD SD

FOOTHILL ADMINISTRATIVE PERFORMANCE APPRAISAL

Evaluation of _____

Check one in each line:

Evaluator is:

( ) management ( ) faculty ( ) classified

( ) directly supervised by manager ( ) not directly supervised by manager

ADMINISTRATIVE PERFORMANCE APPRAISAL

It is important for your managers to know how you feel about his/her job performance. Comments that are conscientiously and honestly given will be invaluable in letting him/her know where he has performed well along with those areas where improvement is needed.

In order to achieve a higher level of objectivity, it is recommended that you try to think of the manager's consistent level of performance rather than isolated instances of performance.

PLEASE CONSULT THE MANAGER'S JOB DESCRIPTION AND GOALS STATEMENTS BEFORE COMPLETING.

Appraisal Comments

COMMENTS ON THE MANAGER'S OVERALL PERFORMANCE (Comments should refer to specific examples of performance which demonstrate (1) administrative skills, (2) interpersonal skills, and (3) personal attributes.)

Please comment on any of the following if applicable.

1. ADMINISTRATIVE SKILLS

A. Demonstrates a commitment to the College's goals and supports College's mission (as stated in college catalog) or set by the administration.

B. Efficient and effective in scheduling classes.

C. Keeps faculty and own staff apprised on a timely basis of pertinent College and top administrative staff developments.

D. Sets long- and short-range goals in area of responsibility.

E. Is able to develop a course of action to achieve an objective.

F. Seeks input from all levels in long/short range planning.

G. Reviews and acknowledges area accomplishments with faculty and/or staff on a periodic basis.

H. Is alert to and takes appropriate action for needed changes in area of responsibility.

I. Provides a fair and balanced perspective of sectors within area of responsibility.

J. Provides a fair and balanced perspective of the area in relation to the total College mission.

K. Arranges for mutual goal setting with subordinates and periodic review of all faculty and staff members' performance.

L. Is current in administrative planning and managerial techniques.

M. Demonstrates initiative, creativity, ingenuity and resourcefulness in meeting managerial responsibilities.

N. Generally accessible.

If applicable:

O. Knowledgeable and responsible in fiscal matters.

II. INTERPERSONAL SKILLS

A. Sets an example of high personal character and integrity for all faculty or staff members.

B. Consistently available for counseling with faculty or staff.

C. Ability to communicate and work cooperatively with others.

D. Provides a positive and stimulating working environment.

E. Provides a motivational climate conducive to maximum and sustained productivity.

F. Is responsive to constructive counsel from all faculty and/or staff members.

G. Is decisive in taking action in specific situations.

H. Stays current with student concerns and needs.

I. Is responsive to faculty and/or staff concerns and needs.

J. Lets people know where they stand.

III. PERSONAL ATTRIBUTES

A. Demonstrates leadership ability.

B. Demonstrates sound and reasonable judgment.

C. Demonstrates ability to adapt to changing personnel and program conditions.

D. Demonstrates straightforwardness and fairness.

ADDITIONAL COMMENTS

0912A

FACULTY SENATE/COUNCIL FORM

FACULTY SENATE/COUNCIL FORM

EVALUATION OF ADMINISTRATORS

San Jose City College

Evergreen Valley College

DIRECTIONS: Please complete this questionnaire with reference to the administrator whose name appears on the optical scanner sheet provided. DO NO WRITE YOUR OWN NAME. Below is a list of job performance factors. Using these factors as a base, evaluate the administrator's performance in relation to his/her area(s) of responsibility as you perceive them. Indicate the intensity of your agreement or disagreement with the attendant statements as follows:

a	b	c	d	e
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Feel free to use the "comments" space at the end of the questionnaire to clarify your rating.

PERFORMANCE FACTORS

1. COMMUNICATIONS

1. This administrator is articulate, that is, he/she has the character and capacity to explain the necessity for any of his/her decisions.

a b c d e

2/3/4 PROBLEM SOLVING

2. This administrator focuses institutional attention and energy on problems at hand and seeks a solution in a timely manner.

a b c d e

3. This administrator anticipates problems and identifies tasks on his/her own initiative.

a b c d e

4. This administrator delegates responsibilities in an efficient and effective manner.

a b c d e

PERFORMANCE FACTORS		
5. ATTITUDE	5. This administrator welcomes frank, informed criticism. a b c d e	
6/7 AVAILABILITY	6. This administrator is regularly available to meet with faculty individually. a b c d e	
	7. This administrator meets with faculty in a non-threatening atmosphere. a b c d e	
8/9 DECISION MAKING	8. This administrator makes decisions fairly. a b c d e	
	9. This administrator's decisions reflect a mature understanding of his/her responsibilities. a b c d e	
10. RELATIONSHIPS WITH AREA FACULTY	10. This administrator seeks collegial interaction and discussion within his/her area of responsibility. a b c d e	
11. RELATIONSHIPS WITH FACULTY AT-LARGE	11. This administrator promotes collegial relations among differing constituencies and seeks consensus. a b c d e	

PERFORMANCE FACTORS

12/13 CHARACTER

12. This administrator is willing to make decisions.

a b c d e

13. This administrator accepts responsibility for his/her decisions.

a b c d e

14/15/16

TRAINING AND DEVELOPMENT OF OTHERS

14. This administrator aids those whose work is poor to improve it.

a b c d e

15. This administrator rewards and/or encourages faculty effort/creativity.

a b c d e

16. This administrator demonstrates his/her commitment to helping faculty solve institutional problems.

a b c d e

17/18/19

ADAPTABILITY

17. This administrator demonstrates creativity in the development of new plans/ideas.

a b c d e

18. This administrator facilitates genuine educational innovation.

a b c d e

19. This administrator demonstrates a rational philsophy of education through a consistent pattern of decisions.

a b c d e

PERFORMANCE FACTORS	
20. PROFESSIONAL DEVELOPMENT	20. This administrator has depth and breadth of experience in education. a b c d e
21/22 OVERALL PERFORMANCE	21. This administrator fulfills the roles and responsibilities of the office he/she holds. a b c d e 22. On the whole, this administrator is effective. a b c d e
23. FACULTY COMMENTS	Use the reverse side of this page (4), if necessary, to clarify any of the ratings you have assigned above. Your comments will be kept confidential and will be synthesized with those of other Faculty in a final, composite report on this administrator. DO NOT SIGN YOUR NAME.

N.B. Prepared by the Faculty Senate Administrative Evaluation Committee of San Jose City College in coordination with the Faculty Council of Evergreen Valley College and with the cooperation of Superintendent/Chancellor Richard Goff, September, 1982.
Not to be quoted, cited or published without the written consent of SJCC Faculty Senate.

Comments:

DO NOT SIGN YOUR NAME

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